SOLVING THE MYSTERY

Section 4

Section 3

Section 2
VEGETABLES/FRUITS

Section 1
MEAT/MEAT ALTERNATES

Food Buying Guide for Child Nutrition Programs

Food Buying Guide for Child Nutrition Programs

Student

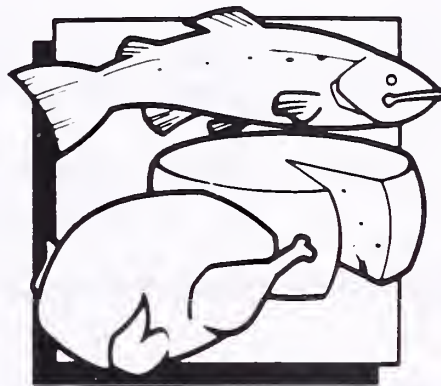West Virginia Department of Education

STUDENT
WORKSHEETS

United States
Department of
Agriculture

Food and
Nutrition
Service

Program Aid
Number 1331

Food Buying
Guide for Child
Nutrition Programs

Other FOODS

ARE YOU IN THE GRIPS OF MATH AVOIDANCE??!!

_____ Is the mere sight of an algebraic equation enough to give you a headache, stomachache, backache and hives??!!

_____ Did you wish you could be permanently excused from your math class?

_____ Do problems in math seem as foreign to you as Egyptian hieroglyphics?

_____ Do you feel you are in over your head with math; that no amount of practice or trying will make it understandable?

_____ Does learning more math seem useless to you -- you'll never use it at work or at home?

_____ Would you avoid any job that requires math rather than take a math class?

_____ Do you believe it is less important for females than males to be good in math?

_____ Do you feel deep down inside that ONLY YOU feel stupid in math?

If you answer "yes" to any questions,

you may be experiencing a condition called
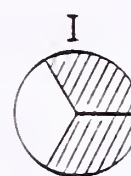
"math anxiety" or, more serious yet, "math avoidance."

MATH WORKSHEET 1 — FRACTIONS

I. Write the correct fractions for the shaded part of each figure.
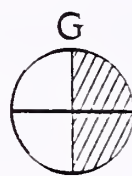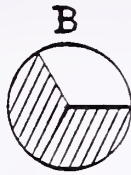
II. This chart will help you work (A) and (B) below.
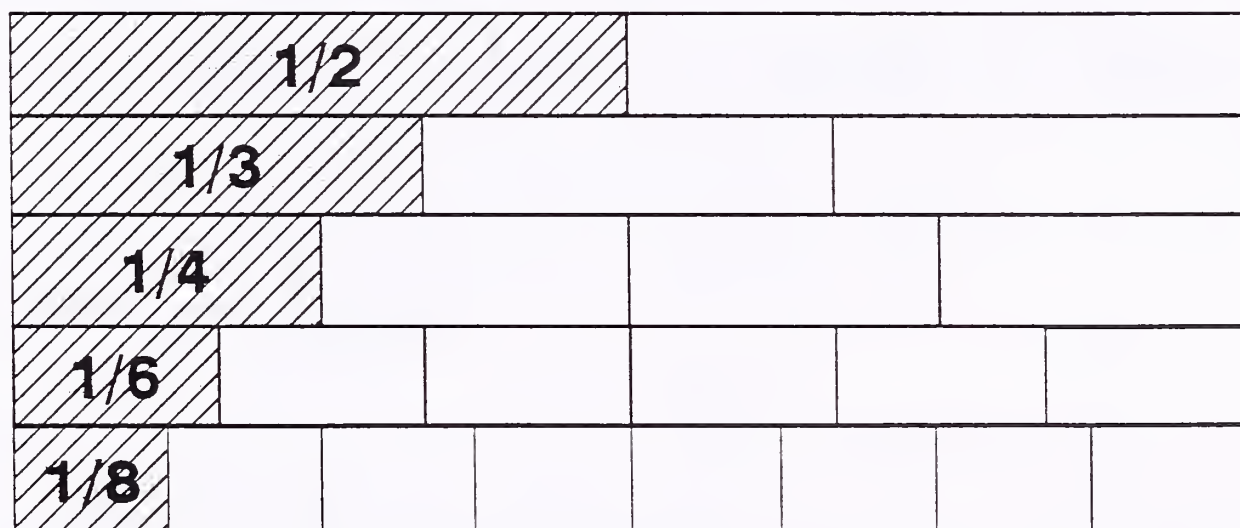
A. Circle the one that is greater.

$\frac{1}{2}$ or $\frac{1}{4}$ $\frac{1}{2}$ or $\frac{1}{6}$ $\frac{1}{8}$ or $\frac{1}{4}$ $\frac{1}{6}$ or $\frac{1}{3}$ $\frac{2}{3}$ or $\frac{5}{6}$ $\frac{3}{8}$ or $\frac{1}{4}$ $\frac{5}{8}$ or $\frac{3}{4}$

B. Circle the one that is less.

$\frac{1}{3}$ or $\frac{1}{2}$ $\frac{1}{4}$ or $\frac{1}{6}$ $\frac{1}{8}$ or $\frac{1}{6}$ $\frac{3}{4}$ or $\frac{5}{6}$ $\frac{3}{4}$ or $\frac{2}{3}$ $\frac{1}{2}$ or $\frac{3}{4}$ $\frac{3}{8}$ or $\frac{1}{4}$

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MATH WORKSHEET 2 -- FRACTIONS

A. Add the following fractions:

$$\frac{1}{4} \qquad \frac{1}{3} \qquad \frac{1}{2} \qquad 1\frac{1}{2} \qquad 2\frac{2}{4} \qquad \frac{1}{4} \qquad 1\frac{1}{3}$$

$$+\ \frac{1}{4} \qquad +\ \frac{2}{3} \qquad +\ \frac{3}{2} \qquad +\ \frac{1}{2} \qquad +\ 1\frac{1}{4} \qquad +\ \frac{1}{2} \qquad +\ 1\frac{1}{4}$$

B. Subtract the following fractions:

$$\frac{2}{3} \qquad 5 \qquad \frac{6}{8} \qquad 1\frac{2}{3} \qquad 3\frac{3}{4} \qquad \frac{2}{3} \qquad 2\frac{3}{4}$$

$$-\ \frac{1}{3} \qquad -\ \frac{2}{3} \qquad -\ \frac{3}{8} \qquad -\ \frac{1}{3} \qquad -\ 1\frac{1}{4} \qquad -\ \frac{1}{2} \qquad -\ \frac{1}{2}$$

C. Multiply the following fractions:

$$\frac{1}{2} \text{ X } \frac{2}{3} = \underline{\qquad} \qquad \frac{1}{4} \text{ X } \frac{3}{4} = \underline{\qquad} \qquad \frac{1}{8} \text{ X } \frac{1}{2} = \underline{\qquad} \qquad \frac{1}{40} \text{ X } \frac{1}{2} = \underline{\qquad} \qquad \frac{5}{6} \text{ X } \frac{2}{3} = \underline{\qquad}$$

D. Divide the following fractions:

$$3 \div \frac{1}{2} = \underline{\qquad} \qquad\qquad\qquad \frac{2}{3} \div \frac{1}{4} = \underline{\qquad}$$

$$\frac{3}{4} \div \frac{1}{2} = \underline{\qquad} \qquad\qquad\qquad 6 \div \frac{2}{3} = \underline{\qquad}$$

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MATH PRACTICE LAB

Directions: Work by yourself. Go to a laboratory station. Answer the questions on the worksheet for that station, and then move on to another station. Complete all lab stations filling in this worksheet.

STATION 1

1. a. Fill 1/4 cup dry measuring cup with sugar and pour it into the liquid measure provided.
   b. Fill 1/2 cup dry measuring cup with sugar and pour it into the same liquid measure.
   c. What is this fraction? _____
   d. Add 1/4 cup more to sugar in the liquid measure.
   e. What is the new fraction? _____
   f. How many cup(s) is this? _____ cups

STATION 2

2. a. Fill 1/3 cup with sugar and pour it into the liquid measure provided.
   b. Repeat a. and pour into the same cup.
   c. What is the new fraction? _____
   d. Is this more or less than a cup? _____
   e. What must be done to make this exactly one cup? _____

STATION 3

3. a. Measure level <u>tablespoons</u> of sugar into a 1/4 cup dry measure.
   b. How many tablespoons does it take to fill the 1/4 cup? _____
   c. What fraction does 1 tablespoon represent? _____

STATION 4

$$\frac{a}{b} = \frac{\text{part}}{\text{total number of parts}}$$

(Remember)

4. a. How many servings are there in this pizza? _____
   b. Students eat three pieces of this pizza. What fraction is this? _____
   c. How many pieces are left? _____

MATH PRACTICE LAB, Continued

STATION 5

5. a. If half the pieces of this pizza are eaten, what fraction of the pizza is left?

    $$\frac{a}{16}$$ a = _____

    b. This is the same as what other fraction? _____

STATION 6

1. a. Cut the apple into two pieces.
   b. What fraction is each piece of this apple? _____

2. a. Cut each piece into two more pieces.
   b. What fraction is each piece now? _____
   c. What fraction is now represented by all four pieces? _____
   d. What is another way of writing the above fraction? _____

3. a. Eat one piece of the apple.
   b. How many pieces are left? _____
   c. What fraction of the apple is left? _____

4. a. Give one piece of apple to someone in the group.
   b. Now how many pieces are left? _____
   c. What new fraction is this? _____

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DECIMAL EQUIVALENT REFERENCE

DECIMAL TO FRACTION

$$\frac{1}{8} = .125$$

$$\frac{1}{4} = .25$$

$$\frac{1}{2} = .50$$

$$\frac{1}{3} = .33$$

$$\frac{2}{3} = .66$$

$$\frac{3}{4} = .75$$

===

Decimal Weight Equivalents

Ounces		Pounds		Ounces		Pounds
1	=	0.06		16	=	1.00
2	=	.12		32	=	2.00
3	=	.19		35	=	2.19
4	=	.25		48	=	3.00
5	=	.31		64	=	4.00
6	=	.38		71	=	4.44
7	=	.44		80	=	5.00
8	=	.50		96	=	6.00
9	=	.56		106	=	6.63
10	=	.62		112	=	7.00
11	=	.69		128	=	8.00
12	=	.75		141	=	8.82
13	=	.81		144	=	9.00
14	=	.88		160	=	10.00
15	=	.94				

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MATH WORKSHEET 3

Change the following fractions to decimals:

$\frac{1}{4}$ = _____

$\frac{1}{2}$ = _____

$\frac{2}{3}$ = _____

$\frac{3}{4}$ = _____

$\frac{1}{8}$ = _____

$\frac{1}{3}$ = _____

===

Round the following:

6.89 = _____

25.12 = _____

180.61 = _____

93.30 = _____

.73 = _____

9.22 = _____

.51 = _____

154.48 = _____

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MATH WORKSHEET 4 – DECIMALS

A. <u>Add the decimals</u>:

.6 + .8 = _____

1.8 + .2 = _____

.01 + .5 = _____

```
   1.61          3.14          3.27
+   .02        +  .6           .61
                            + 1.02
```

B. <u>Subtract the decimals</u>:

6.0 − 2.4 = _____

5.08 − 4.9 = _____

```
   28.4          14.7          18.5
−    .6        −  3.02       − 7.25
```

C. <u>Multiply the decimals</u>:

.81 x 3 = _____

125 x 18.5 = _____

```
    250            25           340
  X 6.4         X 2.54        X 1.8
```

D. <u>Divide the decimals</u>:

1.76 ÷ .92 = _____   375 ÷ .75 = _____   19 ÷ 1.6 = _____   250 ÷ 3.2 = _____

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MATH REVIEW WORKSHEET

(1) $\begin{array}{r} 1/3 \\ +1/3 \\ \hline \end{array}$ (2) $\begin{array}{r} 3/8 \\ +3/8 \\ \hline \end{array}$ (3) $\begin{array}{r} 1\ 3/4 \\ +\ \ 1/4 \\ \hline \end{array}$ (4) $\begin{array}{r} 6\ 1/2 \\ +\ \ 1/4 \\ \hline \end{array}$ (5) $\begin{array}{r} 3\ 2/3 \\ -2\ 1/3 \\ \hline \end{array}$ (6) $\begin{array}{r} 5\ 5/8 \\ -\ \ 3/8 \\ \hline \end{array}$

(7) $\frac{1}{2}$ of $\frac{3}{4}$ = _____

(8) $\frac{1}{4} \times \frac{1}{6}$ = _____   (9) $\frac{2}{3} \times \frac{3}{4}$ = _____   (10) $\frac{3}{8} \times \frac{1}{4}$ = _____

(11) $\frac{1}{2} \div \frac{1}{4}$ = _____   (12) $\frac{1}{3} \div \frac{2}{3}$ = _____   (13) $38 \div \frac{1}{2}$ = _____

(14) $630 \div 1\frac{1}{2}$ = _____

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LOCATING SECTIONS WORKSHEET

For each food listed, record the section title and page number on which each begins in the yield tables of the Buying Guide.

		Title of Section	Page No.
1.	Fresh Grapes	_____	_____
2.	Succotash	_____	_____
3.	Salad Dressing	_____	_____
4.	American Cheese	_____	_____
5.	USDA Ground Beef	_____	_____
6.	Taco Shells	_____	_____
7.	Peanut Butter	_____	_____
8.	Fresh Eggs	_____	_____
9.	Dry Beans (Great Northern)	_____	_____
		_____	_____
10.	Tomato Soup	_____	_____

LOCATING INFORMATION WORKSHEET

Find and record the following information.

1.   How many kinds of chicken products are listed in the Index?

_____

2.   What is the main difference in the 2 kinds of frankfurters listed in the Index?

_____

3.   What is the difference between the two kinds of frozen fish sticks listed in the Index?

_____

4.   What is the difference in the orange juice listed in the Index?

_____

5.   What three forms of apples are listed in the Index?

(1)_____   (2)_____   (3)_____

IDENTIFYING COLUMNS WORKSHEET

Find the answers to the following questions in the USDA Buying Guide.

1.   Which column tells how many servings you can get from a can, pound, or other unit? _____

2.   Which column tells the amount of food (units) you will need to buy for 100 servings? _____

3.   Which column tells the name of the food and describes it? _____

4.   Which column tells you the amount of food per serving? _____

5.   Which column tells how much a serving will count toward the meal component requirement? _____

6.   Which column tells the amount of cooked meat that one pound of raw meat (as purchased) will yield? _____

USING COLUMN INFORMATION WORKSHEET

Use the Buying Guide to answer these questions, then write the columns and pages where you found the information.

                                        Column   Page

1. What two serving sizes are given for regular spaghetti? _____ and _____.

2. What are the serving sizes given for the following ground beef items:
   a. Market style (not more than 30% fat) _____ and _____
   b. USDA – donated (not more than 24% fat) _____ and _____
   c. Patties, frozen USDA – donated _____.

3. What are the purchase units listed for canned fruit cocktail? _____ _____ _____

4. What kinds of apricots use the pound as a unit? _____, _____, and _____

5. How many 2 oz. servings will a 40 lb. box of whole, cut-up, 8 pieces frying chicken yield? _____

6. How many 1/4 cups of mature, fresh, chopped onions will one pound of onions make? _____

7. How many pounds of fresh head lettuce are needed for 100 servings of 1/4 cup vegetable pieces with dressing? _____

8. How many No. 10 cans of peanut butter are needed for 100 2 tablespoon servings? _____

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BUYING GUIDE PRACTICE LAB

STATION 1   1 LB. BOX CRACKERS, SALTINE

    a. On what page of the Buying Guide is this food listed? _____

    b. What serving sizes are given? _____

    _____

    c. What is the purchase unit of this product? _____

    d. How many units are needed for 100 students to have one bread

        servings? _____

STATION 2   NO. 10 CAN BAKED BEANS

    a. How is this food listed in the Buying Guide? _____

    b. What is the purchase unit? _____

    c. In what section(s) of the Buying Guide is this food listed?_____

    _____

STATION 3   PICTURE OF USDA AND MARKET STYLE BEEF

    a. What is the purchase unit of each food? _____

    b. What are the serving sizes listed for each? _____

    _____

    c. How do these products differ? _____

    d. Which product yields the greater number of servings? _____

STATION 4   NO. 10 CAN SLICED PINEAPPLE

    a. How is this food listed in the Buying Guide? _____

    b. What other styles of this food are listed? _____

    _____

    c. How many No. 10 cans would you need to purchase to serve 100- 1/4 cup

        servings? _____

    d. How many No. 2 cans would you purchase for 100- 1/4 cup servings?

    _____

STATION 5   NO. 2 1/2 CAN (29 oz.) FRUIT COCKTAIL

    a. Under what category is this food listed? _____ Page? _____

    b. What purchase units are listed? _____ _____ _____

    c. What is the purchase unit of this product? _____

    d. How many 1/4 cup servings will one of these units yield? _____

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Buying Guide Practice Lab

Page 2

STATION 6   NO. 10 CAN (106 oz.) TOMATO SAUCE

 a. How many of this unit will you need to purchase for 100 - 1/4 cup servings of this product? _____

 b. What are the serving sizes listed for:

	Serving Size	Counts toward the meal pattern:
(1) tomato paste?	_____	_____
(1) tomato puree?	_____	_____

 c. Why do you think serving sizes are listed differently? _____ _____

STATION 7   SMALL APPLE

 a. What will this small apple count toward the meal pattern? _____

 b. What will 1/2 of it contribute? _____

STATION 8   MEDIUM BANANA

 a. What does half of this banana count toward the meal pattern? _____

STATION 9   SIX STRIPS OF CARROT (4" x 1/2" each)

 a. This serving of carrot sticks may be counted as:

  _____ 1/8 cup

  _____ 1/4 cup

  _____ 1/2 cup

STATION 10   ONE CANNED PEACH HALF

 a. This peach half may be counted as:

  _____ 1/4 cup

  _____ 1/2 cup

(1/93)

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COLUMNS PRACTICE WORKSHEET

Use the Buying Guide to answer these questions, then write the column and page numbers where you found the information.

	Column	Page

1. The serving sizes listed for mozzarella cheese are _____ and _____   _____ _____

2. How many servings of ground beef can you get from one pound of the following: _____ _____

   USDA donated 1 oz. _____
   Market style (not more than 30% fat)
       1 1/2 oz._____
   USDA donated (not more than 24% fat)
       1 1/2 oz. _____
   Patties, frozen, USDA_____

3. What purchase units are listed for grated or flaked tuna? _____   _____ _____

4. The number of graham crackers (.7 oz.) for one bread serving is _____   _____ _____

5. How many pounds of turkey roast are needed for 100 1 1/2 oz. servings of cooked turkey?   _____ _____
   _____

6. What kinds of units are listed for blueberries?   _____ _____
   _____, _____, _____, _____

7. How many 1/2 cup servings will one pound of regular, rolled oats make? _____   _____ _____

8. How many dozen taco shells will be needed to make 100 bread servings? _____   _____ _____

1/93

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USING THE BUYING GUIDE -- A Solution -1

Steps to determine the amount of food to prepare when the serving size you need is the **SAME** as the one listed in the Buying Guide.

1. Decide the number of servings needed.

2. Decide serving size.

3. Look in column 4 of Buying Guide.

    If serving size you need is the SAME:

    A. Use number in column 5;
    B. Divide this number by 100 **or** move the decimal 2 places to left;

        12. becomes .12   1.4 becomes .014
    C. Multiply this number times the number of servings needed.

===
Examples:

1. USDA Ground Beef (BG page 26) for 250 1 1/2 oz. servings

2. Green Beans (cut, No. 10 can) (BG page 66) for 170 1/4 c. servings

USING THE BUYING GUIDE -- A Solution - 2

Steps to determine the amount of food to prepare when the serving size you need is <u>MORE</u> than that listed in the Buying Guide.

1. Decide the number of servings needed.

2. Decide serving size.

3. Look in column 4 of Buying Guide.

   <u>If serving size you need is MORE</u>:
   A. Double serving size;
   B. Double number in column 5;
   C. Move the decimal in column 5 two places to the left;
   D. Multiply this number by number of servings needed.

===

Examples:

1. Spaghetti (BG page 125) for 400 1 c. servings

2. Broccoli (frozen) (BG page 73) for 235 1/2 c. servings

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USING THE BUYING GUIDE — A Solution – 3

Steps to determine the amount of food to prepare when the serving size you need is <u>LESS</u> than that listed in the Buying Guide.

1. Decide the number of servings needed.

2. Decide serving size.

3. Look in column 4 of Buying Guide.

    <u>If serving size you need is LESS</u>:
    A. Take half of the serving size;
    B. Take half of number in column 5;
    C. Move the decimal in column 5 two places to the left;
    D. Multiply this number by number of servings needed.

===

Examples:

1. American Cheese (BG page 30) for 85 1/2 oz. servings

2. Crackers, Saltines (BG page 124) for 136 1/2 oz. servings

USING THE BUYING GUIDE

SOLVE THE MYSTERY

Use this Buying Guide Table to answer questions. Answers should be rounded up. You may use a calculator.

1. Food as purchased	2. Purchase unit	3. Servings per purchase unit	4. Serving size or portion and contribution to the meal requirement	5. Purchase units for 100 servings	6. Additional yield information
BEANS, GREEN Fresh	Pound	11.1	¼ cup cooked vegetable	9.0	1 lb AP = 0.88 lb ready-to-cook
Canned Whole	No. 10 can (101 oz)	52.2	¼ cup vegetable	2.0	1 No. 10 can = about 58 oz (13 cup) drained vegetable
	No. 2½ can (28 oz)	14.4	¼ cup heated vegetable	7.0	1 No. 2½ can = about 16 oz (3 5/8 cup) drained vegetable

1. What unit sizes are given for canned, whole green beans? _____ _____

2. How many No. 10 cans of green beans are needed for 100 1/4 cup servings of vegetable? _____

3. How many No. 10 cans are needed for 100 1/2 cup servings of vegetable? _____

4. How many No. 10 cans are needed for 170 1/4 cup servings of vegetable? _____

5. How many No. 10 cans are needed for:

    120 1/4 cup servings plus 180 1/2 cup servings? _____

6. How many cups of drained vegetable will you get from a No. 10 can? _____

SOLVE THE MYSTERY
Page 2

Use your Buying Guide and a calculator to figure the amounts of food needed in each problem. (Note: To check your answers with the answer sheet, <u>do not round your answers</u>.)

===

You are planning to serve 175 middle school students:

Hamburger on Bun (2 oz. meat)
French Fries (1/2 cup)
Carrot Sticks (1/4 cup)
Milk

_____ 7. How many pounds of USDA donated ground beef are needed?

_____ 8. If you decided to use market-style beef, how many pounds would be needed?

_____ 9. How many pounds of frozen shoestring french fries are needed?

_____ 10. How many pounds of carrots are needed?

===

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USING THE BUYING GUIDE -- The Solution

Steps to determine the amount of food to prepare:

A. Decide the number of servings needed.

B. Decide serving size.

C. Look in column 4 of Buying Guide.

1. IF SERVING SIZE YOU NEED IS THE <u>SAME</u>:

    a. Use number in column 5;

    b. Divide this number by 100 <u>or</u> move the decimal two places to left.

        Examples: 12. becomes .12   1.4 becomes .014

    c. Multiply this number by number of servings needed.

2. IF SERVING SIZE YOU NEED IS <u>MORE</u>:

    a. Double serving size;

    b. Double number in column 5;

    c. Divide this number by 100 <u>or</u> move the decimal in column 5 two places to the left.

        Examples: 12. becomes .12   1.4 becomes .014

    d. Multiply this number by number of servings needed.

3. IF SERVING SIZE YOU NEED IS <u>LESS</u>:

    a. Take half of the serving size;

    b. Take half of number in column 5;

    c. Divide this number by 100 <u>or</u> move the decimal in column 5 two places to the left.

        Examples: 12. becomes .12.   1.4 becomes .014

    d. Multiply this number by number of servings needed.

USING THE BUYING GUIDE
Practice Problems

Use your Buying Guide and a calculator to figure the amounts of food needed in each problem. (Note: To check your answers with the answer sheet, do not round your answers.)

==
You are planning to serve this menu to 285 students in Kindergarten through third grades.

Creamed Chicken (1 1/2 oz. meat)
Whipped Potatoes (1/4 cup)
Green Beans (1/4 cup)
Biscuit - Butter
Milk

_____1. How many No. 2-1/2 cans of USDA donated boned canned chicken are needed?

_____2. How many pounds of dehydrated potato flakes are needed?

_____3. How many No. 10 cans of canned, cut green beans are needed?
==

==
You are planning to serve 230 high school students the following menu:

Vegetable Beef Soup (1 oz. meat, 1/4 cup vegetable)
Grilled Cheese Sandwich
Sliced Peaches
Crackers
Milk

_____ 4. How many No. 2-1/2 cans of USDA donated beef with natural juice are needed?

_____ 5. For this menu, how many ounces of cheese must be served to each student to complete the meat/meat alternate requirement?

_____ 6. How many pounds of American cheese will be needed to give each student the amount required?

_____ 7. How many No. 10 cans of mixed vegetables are needed?

_____ 8. For this menu, what size serving of peaches is needed to complete the fruit/vegetable requirement?

_____ 9. How many No. 10 cans of sliced canned peaches are needed to serve this amount (see # 12) to each student?

_____10. How many saltine crackers are needed to equal one serving of bread?

_____11. How many pounds of saltine crackers are needed to serve this amount (see # 14) to each student?
==

USING THE BUYING GUIDE
Practice Problems, Continued.

==

You are planning to serve 400 elementary students, of which 320 students are Kindergarten through third grade and 80 students are in fourth grade:

> Spaghetti with Meat Sauce
> Lettuce Salad
> Roll - Butter
> Gelatin with Fruit
> Milk

_____12. How many pounds of USDA donated ground beef will be needed?

_____13. If you planned to serve fourth graders 3/4 cup and other students 1/2 cup of spaghetti, how many pounds will be needed?

_____14. If you serve 1/2 cup lettuce pieces with dressing to all students, how many pounds of head lettuce are needed?

_____15. How much fruit will be needed for each serving of gelatin?

_____16. How many No. 10 cans of fruit cocktail are needed to serve this amount (see # 19)?

==

==

You are planning to serve the following menu to 225 high school students:

> Hot Dogs
> Nachos with Cheese
> Celery Sticks (1/4 cup)
> Baked Beans (1/2 cup)
> Milk

_____17. If you serve hot dogs with 10 per pound, how many pounds are needed to serve each student one?

_____18. If serving 10 count hot dogs, how many additional ounces of meat/meat alternate are needed for each student?

_____19. If you prepare cheese sauce, how many pounds of American cheese will be needed to complete the meat/meat alternate requirement?

_____20. How many pounds of fresh celery are needed?

_____21. How may pounds of dry pinto beans are needed?

==

USING THE BUYING GUIDE
Practice Problems, Continued.

Try these problems, if you are ready for a real challenge!

==

_____22. You are serving spaghetti with meat sauce to 350 middle
         school students. You have 7 pounds of cooked ground beef in
         the freezer. How many pounds of raw USDA Donated ground
         beef must be added to allow each student the required
         meat/meat alternate serving?

_____23. A recipe calls for one No. 10 can of drained pinto beans.
         How many 1/2 cup servings will this yield? (See Meat/Meat
         Alternate Section.)

_____24. A dessert recipe calls for 3 No. 303 cans of tart red
         cherries, drained. How many 1/4 cup servings will this
         yield?

_____25. You are making beef stew from 25 pounds of chuck roast with
         bone. How many one ounce serving will this yield?

_____26. You plan to serve this stew to 150 high school students.
         You will complete the meat/meat alternate with cheese
         sticks. How many pounds of cheese are needed?

_____27. What size portion of cheese will each student be served?

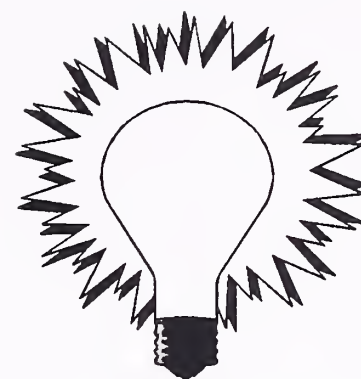==

Buying Guide

Practice Problems Answer Sheet

1.	20.52	20	18.45
2.	5.7	21	18.45
3	6.555	22.	53.2
4.	15.64	23.	23.25
5.	1	24.	21
6.	14.49	25.	180
7.	5.75	26.	7.50
8.	1/2 cup	27.	.8 oz.
9.	9.66		
10.	8		
11.	11.27		
12.	55.04		
13.	26.96		
14.	57.6		
15.	1/4 cup		
16.	8.8		
17.	22.5		
18.	.4		
19.	5.625		

What Do YOU Think?

Put a check in the column/blank that best answers the questions.

	[1–7] How <u>IMPORTANT</u> do you think each of the following is?	VERY	SOME-WHAT	NOT AT ALL
1.	How to locate foods in the table of the Buying Guide			
2.	The kinds of information found in each column of the Buying Guide			
3.	Where to find information such as can sizes, portion or scoop sizes, meal pattern requirements, etc.			
4.	How to apply math skills when figuring how much food to prepare.			
5.	How to figure the amount of food needed when one serving size is to be given to all students.			
6.	How to figure the amount of food needed when two different serving sizes are to be served.			
7.	How to figure the amount of food needed in special cases, such as when additional food is needed to complete serving requirements (for example, how much meat is needed in hot dog sauce).			

8.	How often did you use the Buying Guide last month?	_____ a. daily or weekly _____ b. once or twice _____ c. never
9.	How often do you think you will use the Buying Guide in the future?	_____ a. daily or weekly _____ b. monthly _____ c. almost never _____ d. never
10.	If you do not use the Buying Guide, in most cases how do you figure the amount of food needed?	_____ a. guess _____ b. look at past records _____ c. find a recipe _____ d. other (explain)

		VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
11.	Rate these parts of the workshop:			
	A. Basic Math Skills			
	B. Using the Buying Guide			
	C. Solving Problems with the Buying Guide			

12.	Do you have other comments?

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